

Education and Workforce Development Cabinet

Kentucky Board of Education

Department of Education

(New Administrative Regulation)

703 KAR 5:200 Next-Generation Learners

RELATES TO: KRS 158.6451

STATUTORY AUTHORITY: KRS 158.6453; KRS 158.6455

NECESSITY, FUNCTION, AND CONFORMITY:

KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide assessment program that measures the achievement of students, schools and districts, complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and ensures accountability.

Section 1. Kentucky's Accountability System. (1) Kentucky's accountability system to classify schools and districts shall consist of four components:

- (a) Next-Generation Learners;
- (b) Next-Generation Professionals;
- (c) Next-Generation Support Systems; and
- (d) Next-Generation Schools/Districts.

Section 2 Next-Generation Learners. (1) The Next-Generations Learners component of Kentucky's accountability system shall report data for schools and districts in the following categories:

- (a) Achievement;
- (b) Gap;
- (c) Individual Student Growth;
- (d) Readiness for College or Career; and
- (e) Graduation Rate.

(2) Data from individual student performance on state assessments administered as required in KRS 158.6451 and KRS 158.6453 shall be included in the Next-Generation Learners component.

(3) Data in reporting categories shall be attributed to grade level spans for schools and districts as follows:

- (a) Elementary schools shall receive a total number of points from Achievement, Gap, and Individual Student Growth;
- (b) Middle schools shall receive a total number of points from Achievement, Gap, Individual Student Growth, and Readiness for College;
- (c) High schools shall receive a total number of points from Achievement, Gap, Individual Student Growth, Readiness for College or Career, and Graduation Rate.

Section 3 Calculations for Reporting Categories. (1) Achievement shall be reported in Next-Generation Learners as follows:

- (a) In elementary and middle schools, for each content area of Reading, Mathematics, Science, Social Studies, and Writing one (1) point for each percent of students scoring proficient or

distinguished shall be awarded. One-half (.5) point shall be awarded for each percent of students scoring apprentice. Points shall not be awarded for novice students.

(b) A bonus for distinguished performance shall be calculated. The bonus formula shall consider both the percent of students scoring at distinguished and at novice so that a bonus for distinguished student performance shall not overcompensate for novice student performance.

Each percent of students scoring distinguished receives an additional one-half (.5) point and each percent of students scoring novice receives a negative one-half (-.5) point. The value generated for novice shall be **combined with** ~~[subtracted from]~~ the value generated for distinguished. For schools and districts with a higher distinguished value, the difference between the two values shall be added to the achievement calculation as a bonus for distinguished. For schools and districts with a higher novice value, points shall not be added to the achievement calculation. The distinguished bonus shall not allow the content area value for a school or district to exceed 100 percent.

(c) In high schools, each End of Course test shall earn one (1) point for each percent of students scoring at or above the passing benchmark set by the technical specifications of each test. One-half point (.5) is awarded for each percent of students scoring within a range below the benchmark. Points shall not be awarded for students falling below the minimal range.

(d) End of course test results may be used for a percentage of a student's final grade in the course. If the district or school council's policies do not include end of course grades in the grading policy or if the end of course grade percentage is less than twenty-five percent (25%), the district shall submit an annual report to the Commissioner showing justification for not using end of course exams for at least twenty-five percent (25%) of a student's final

grade in the course. The report shall be submitted to the Commissioner on or before December 31.

(2) Gap shall be reported in Next-Generation Learners as follows:

(a) A single gap group called the Non-duplicated Gap Group shall be created. This group shall consist of an aggregate, non-duplicated count of students in traditionally lower performing groups. The Non-duplicated Gap Group shall include students in the following demographic categories:

(1) African American;

(2) Hispanic;

(3) American Indian/Native American;

(4) Limited English **Proficiency** [~~Proficient~~];

(5) Students in Poverty based on qualification for Free/Reduced Lunch; and

(6) Students with disabilities that have an Individualized Education Plan (IEP).

(b) For each tested content area, students scoring proficient or higher in the Non-duplicated Gap Group shall be summed. The sum shall yield a single gap number of students proficient or higher with no student counting more than one time and all students in the included groups shall be counted once.

(c) The Non-duplicated Gap Group shall have a minimum of 10 students per content area in the school or district in order to report Gap data.

(d) A maximum total of 500 points shall be awarded for gap. The points shall be distributed equally among the content areas tested.

(3) Individual Student Growth shall be reported in Next-Generation Learners as follows:

(a) Individual Student Growth shall be computed based on a Student Growth Percentile model.

(b) At elementary and middle schools, calculations shall include scores from students with data from reading assessments across two years and mathematics assessments across two years.

(c) At high school, calculations shall include scores from students with data from College Readiness reading and mathematics assessments across two years.

(d) One (1) point shall be awarded for each student that shows typical or high growth in reading and one (1) point shall be awarded for each student that shows typical or high growth in mathematics. Typical yearly growth shall be at least the 40th student growth percentile or higher. Points shall not be awarded for students showing lower than typical growth.

(e) For elementary, middle and high schools, total points shall be 100 for each content area of reading and mathematics for a total of 200.

(4) Readiness for College or Career shall be reported in Next-Generation Learners as follows:

(a) A readiness percentage for each high school shall be calculated by dividing the number of high school graduates that have successfully met one indicator of readiness by the total number of graduates. An individual student shall only be attributed to the calculation one time.

(b) The indicators of readiness shall include students meeting:

(1) the Kentucky Council on Postsecondary Education's Systemwide Benchmarks on the ACT in Reading, English and Mathematics; or

(2) the Kentucky Council on Postsecondary Education's College Placement Test Benchmarks; or

(3) the Career Measures as defined by the Kentucky Department of Education.

(c) For middle schools, a college readiness percentage shall be calculated by determining the percentage of students who meet the ACT EXPLORE Benchmarks for Reading, English and Mathematics.

(d) For middle schools, the percent of students in each tested area of Reading, English and Mathematics meeting the benchmark score shall be averaged. This value shall be reported as the middle school college readiness percentage.

(5) Graduation Rate shall be reported in Next-Generation Learners as follows:

(a) Graduation rate shall be computed using the Averaged Freshman Graduation Rate for the years of 2011-2012 and 2012-2013. The Cohort Graduation Rate shall begin with 2013-2014 computations.

(b) The Graduation Rate for each school and district shall be reported publicly in the Next-Generation Learners component. Graduation Rate data shall be lagged one year for reporting.

(6) The total points for Next-Generation Learners shall be awarded as follows:

(a) The total number of points earned in each category of Achievement, Gap, Individual Student Growth, Readiness for College or Career, and Graduation Rate shall be weighted in the following manner:

Grade Range	Achievement	Gap	Growth	Readiness for College or Career	Graduation Rate	Total
Elementary	30	30	40	n/a	n/a	100
Middle	28	28	28	16	n/a	100
High	20	20	20	20	20	100

(b) The total number of points in Next-Generation Learners shall classify schools and districts into one of four classifications:

(1) Distinguished;

(2) Proficient;

(3) Needs Improvement; and

(4) Persistently Low Achieving – the lowest performing schools as defined by KRS 160.346

1 Within each of the four classifications, public reports shall indicate the direction in which school
2 and district performance is moving compared to the prior year report.

3 (c) The placement of schools and districts into one of four classifications and the establishment
4 of goals shall use a standard-setting process utilizing results from the first operational
5 administration of new assessments. The process shall be advised by the National Technical
6 Advisory Panel on Assessment and Accountability, School Curriculum, Assessment and
7 Accountability Council, and the Office of Education Accountability. The process shall use
8 accepted technical procedures and involve Kentucky school and district administrators and
9 teachers. The Kentucky Board of Education shall review the process and approve the final cut
10 scores and goals that determine placement in one of the four classifications.

11 (d) If data cannot be calculated for any category of Next-Generation Learners, the weights shall
12 be redistributed using an equal proportion to categories that shall be reported for the school or
13 district.

14 ~~[(e) For 2011-12, Achievement, Growth, Readiness for College or Career and Graduation~~
15 ~~Rate shall be computed for the total points for Next Generation Learners. Gap shall~~
16 ~~require two years of data and shall first be computed in 2012-2013.]~~

17 (7) Students enrolled for a full academic year, which in Kentucky shall be 100 instructional days,
18 shall be included in the calculations for Achievement, Gap, Individual Student Growth,
19 Readiness for College or Career and Graduation Rate for a school and district.